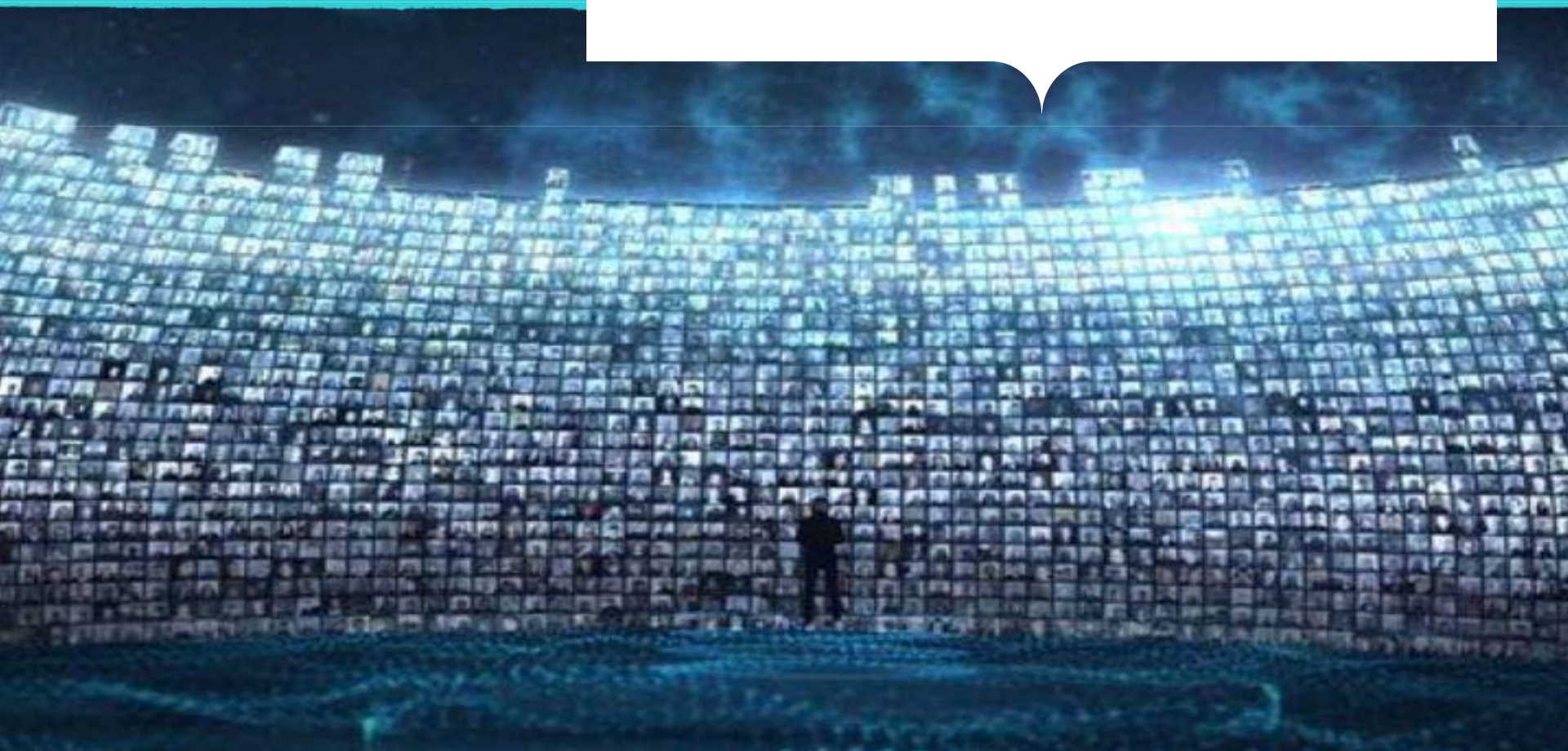


2016/2017

# Dover Court International School

Juilliard-Nord Anglia  
Performing Arts Programme





*The creative key to unlocking your  
child's imagination!*

# Why learn through the NAE-Juilliard Performing Arts Programme?

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## The advantages of the providing the programme (Nursery to Year 9 students)

- Inspires and equips students with the skills, curiosity and cultural literacy to engage with the performing arts throughout their lives.
- Provides unparalleled opportunities for students to work with experts in the performing arts both inside and outside of the classroom.
- Provides the students access to learning models that have been developed by a world leader in performing arts education.
- Teachers are equipped with a collaborative array of resources from Nord Anglia schools around the globe to deliver students with lessons of the highest excellence.

# What will my child learn?

## Exploring the world of music through music

- 12 core categories have been curated by Juilliard encompass a wide range of genres, styles and cultures.
- Each of the 12 categories is exemplified by an iconic work.
- Carefully curated extension works enable your child to explore different elements of music and its role in our society.
- Core Works
- <http://www.nordangliaeducation.com/our-schools/singapore/learning/juilliard-nord-anglia-performing-arts-curriculum-social-hub/juilliard-core-music-repertoire>

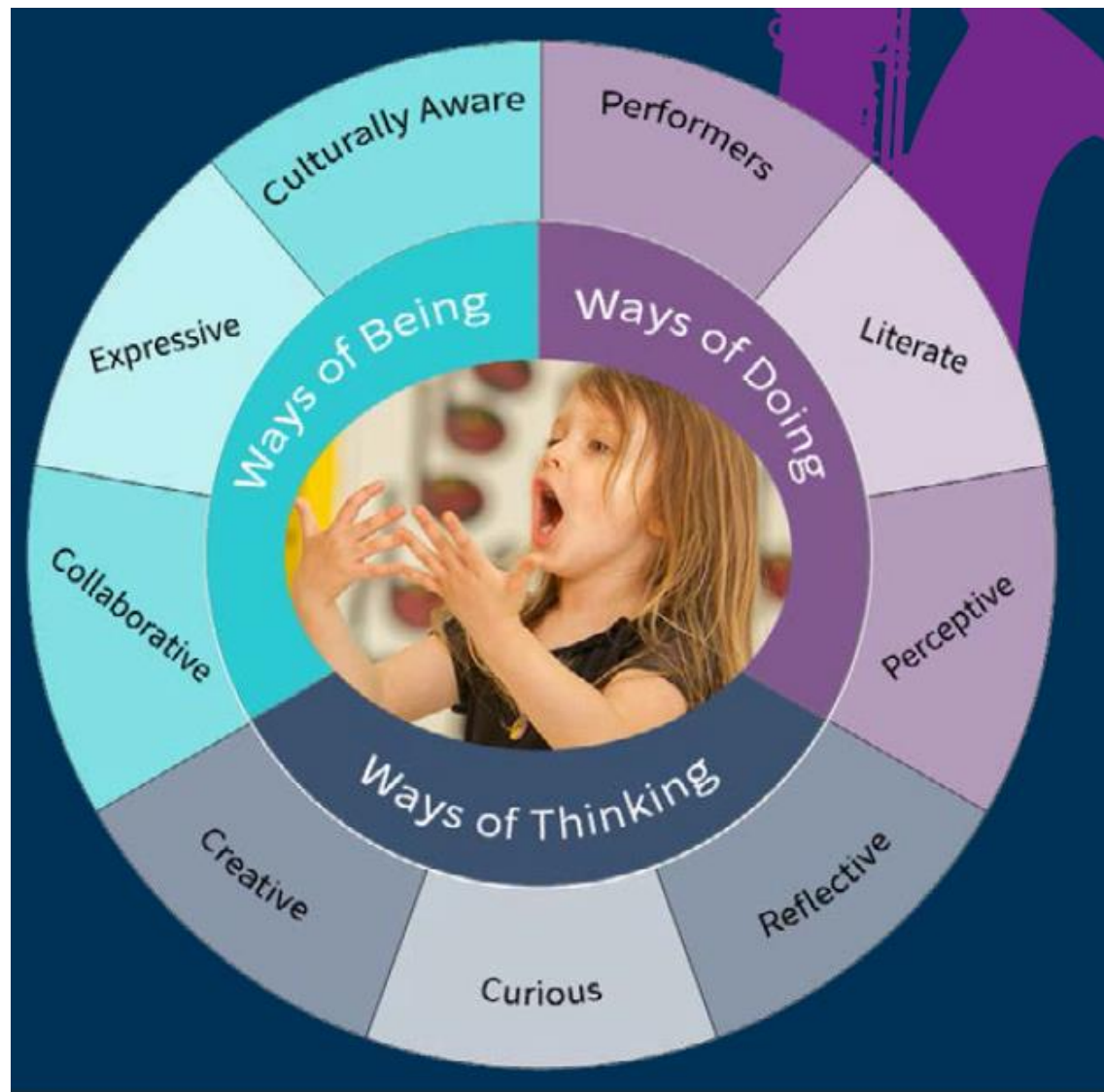
# How will my child learn?

## Discovery through the Keyboard and the Learner Ambitions

- There is no better way for students to understand musical concepts than from first-hand, practical experience.
- From the age of five, every student will actively use the keyboard to **explore the fundamentals of music and notation**.
- The curriculum is designed to develop three essential cognitive areas:
  - (i) Ways of **Thinking**
  - (ii) Ways of **Being**
  - (iii) Ways of **Doing**



# The 'Performing Arts Learner Ambitions' Profile



# What does the Learner Profile address?

## *Top 10 skills*

### **in 2020**

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1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

### **in 2015**

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1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum January 2016

# Let's give it a try!!

Experiencing an excerpt of a Juilliard-NAE Lesson

**Ability to think and understand in patterns**

*Perception:* pattern recognition, sequencing

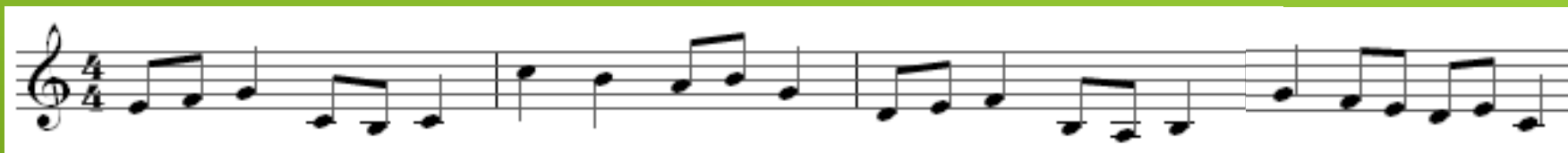
**Ability to be creative and think outside the box**

*Creativity and Expression:* improvising; composing innovative music

**Ability to collaborate and work with others to meet goals**

*Collaboration:* working in groups, orchestra or a band





Did you know J. S. Bach com - posed this Bour - rée?



A musical staff in C major, 4/4 time, illustrating pitch range. The staff contains two lines of music. The first line has lyrics above it and the second line has lyrics below it. Blue notes represent higher pitches, and red notes represent lower pitches. The lyrics are: "Are you there? Well I'm up a-bove! So can I. Yes, down here. I can move. Our range is low and high."

Are you there? Well I'm up a-bove! So can I.

Yes, down here. I can move. Our range is low and high.

TASK: Use the code-breaker to memorise the colour for each note

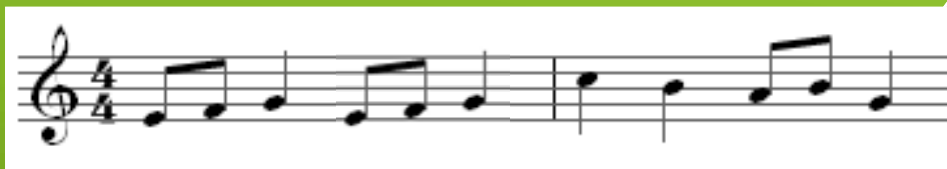


Hold up the card as soon as the laser stops on a note!

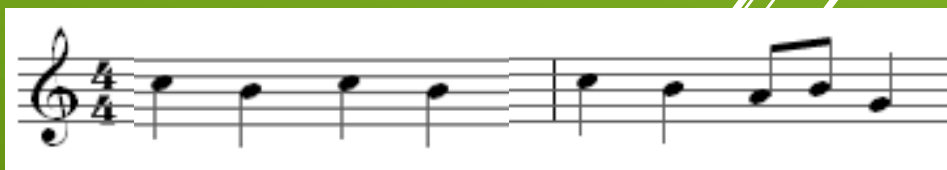
No.1 (Original)



No.2 (Variation)



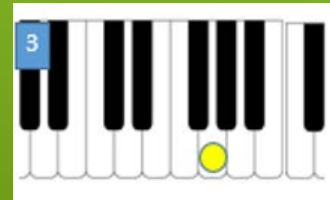
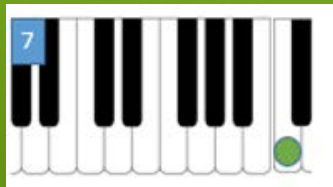
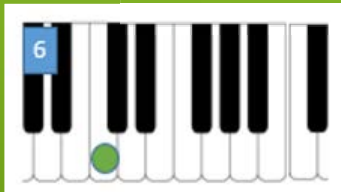
No.3 (Variation)



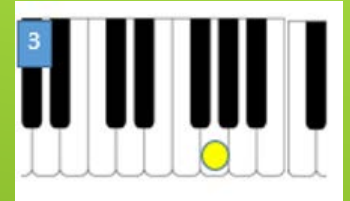
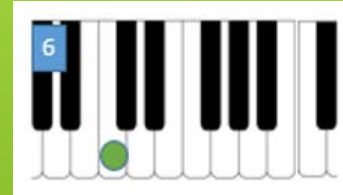
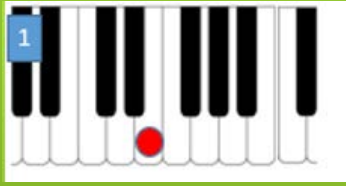


**Task:** Choose any 5 notes from the pile of cards

*Here is my example (but you choose your own:*



**STEP 1:** Arrange your 5 chosen cards in the order you think sounds best



**STEP 2:** Write how these cards would look on the music stave  
(use your code breaker to help you)



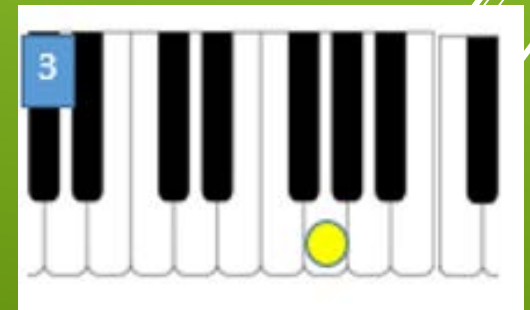
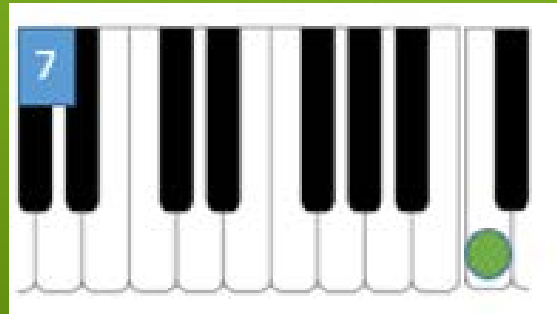
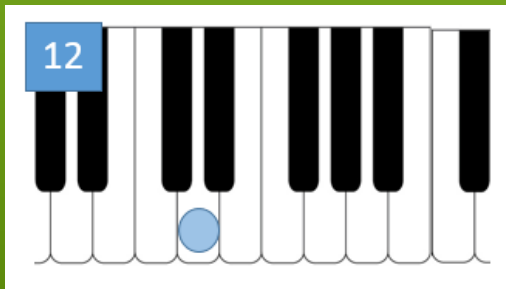
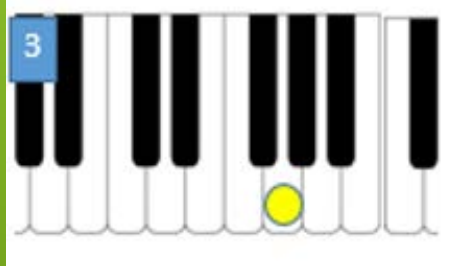
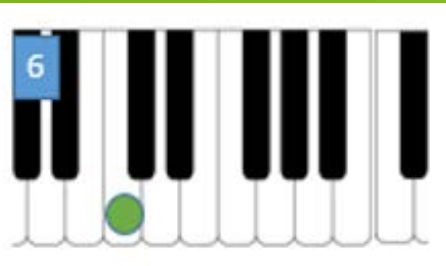
# Task:



## Aural Challenge

**Here are the first 7 notes of the 'Star Wars' theme.**

- 1) Explore the notes of the keyboard to find the remaining notes of the melody
- 2) Then try to fit the primary chords (C, F, G) to the melody



# Let's give it another go!!

Experiencing an excerpt of a Juilliard-NAE Lesson

**Improvise using an extended range of pitches, rhythms and tempi with awareness of the intended effect**

*(Performing)*

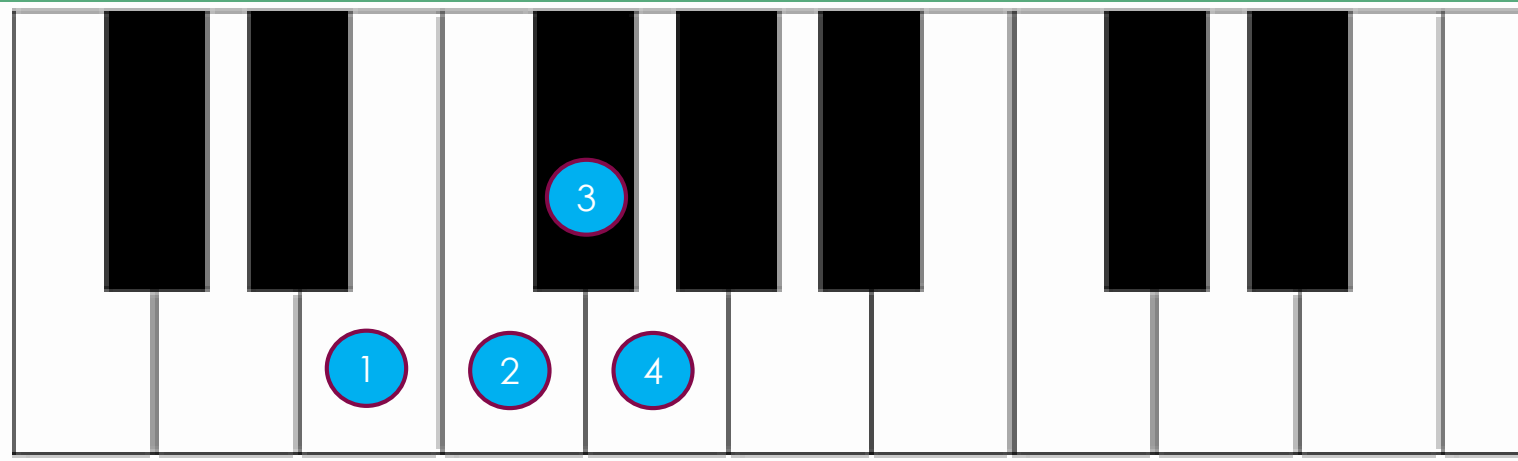
**Self-assess and suggest musical ideas for improvement using examples resulting in targets for next steps**

*(Reflection)*

**Ability to collaborate and work with others to meet goals**

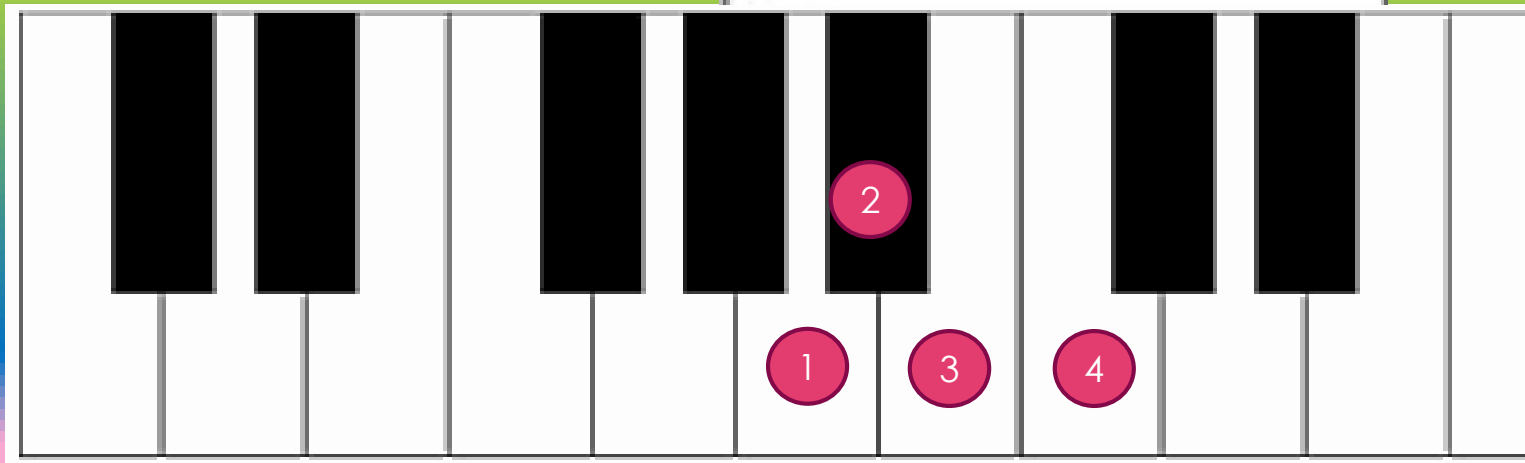
*(Collaboration)*

# Blue Monk





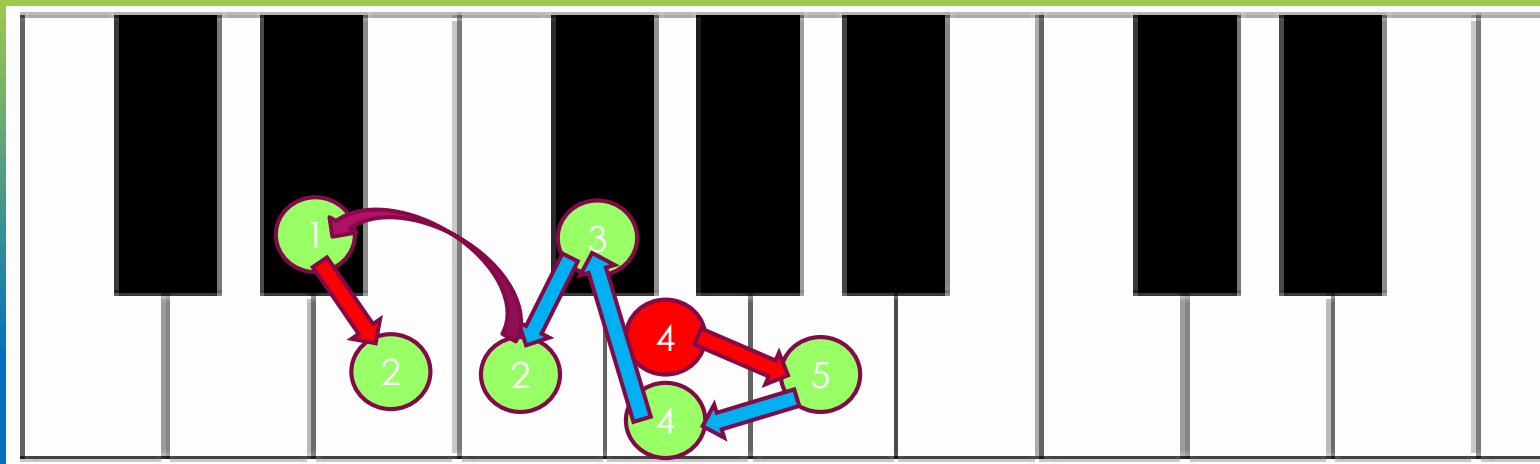
# Blue Monk



# Blue Monk

C<sup>7</sup>

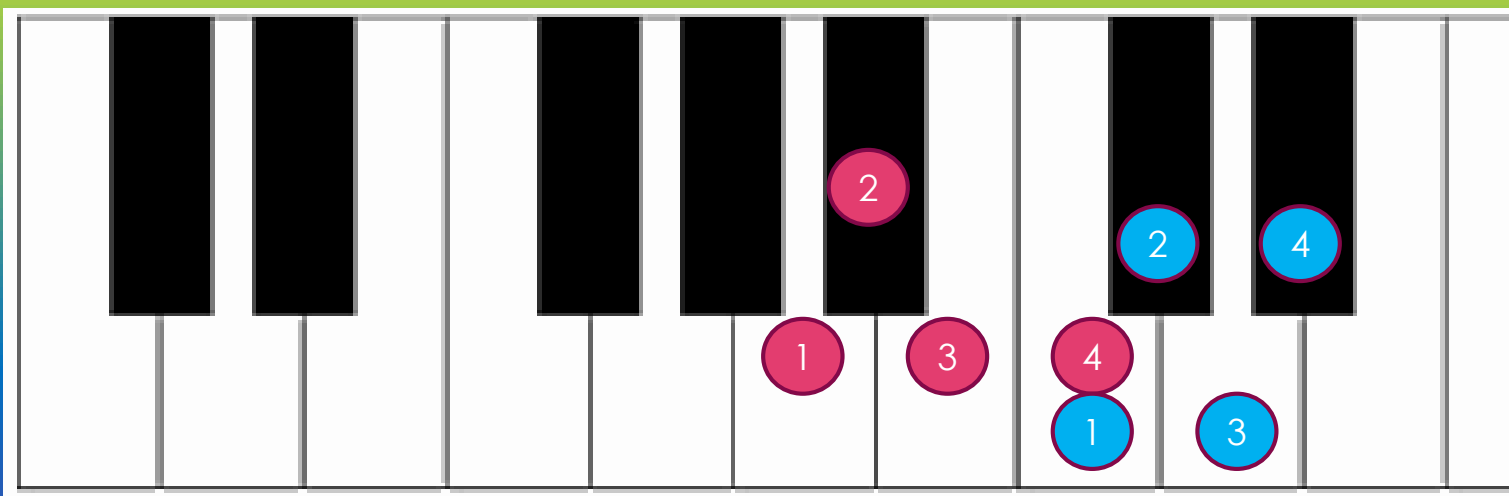
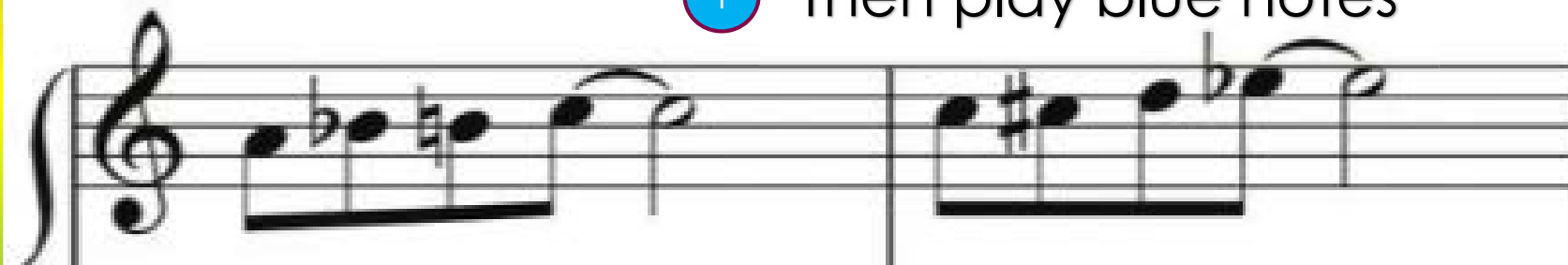
4 Start from red note

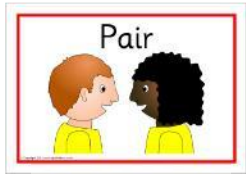


# Blue Monk

F7

- 1 Play purple notes first
- 1 Then play blue notes





then



- How does Thelonious Monk use repetition and resolution in his own melody?

- When musical phrases repeat, are they exactly the same? If not, how are they altered?

- How is repetition in blues different from repetition in other songs you know?

- Do you think that Blue Monk's melody tells a story?

- How does listening to the blues form inspire you as a musician? As an improviser?

# What opportunities exist to extend my child's learning?

## Learning from the best



- Your child will be connected to Juilliard's worldwide network of performers, teaching artists and curriculum specialists.



# What opportunities exist to extend my child's learning?

## Learning from the best



- Regular interactions with students through workshops, master-classes and performances in our school.

# What opportunities exist to extend my child's learning?

## Learning from the best



- Mini-production and music concerts each term to showcase Dover Court's developing talent in music, drama and dance, while encouraging collective participation across the school.



# What are these concerts/mini productions exactly?

Whole-school events arranged each term

- Celebration of the Arts



# What are these concerts/mini productions exactly?

Whole-school events arranged each term

- The Promenade

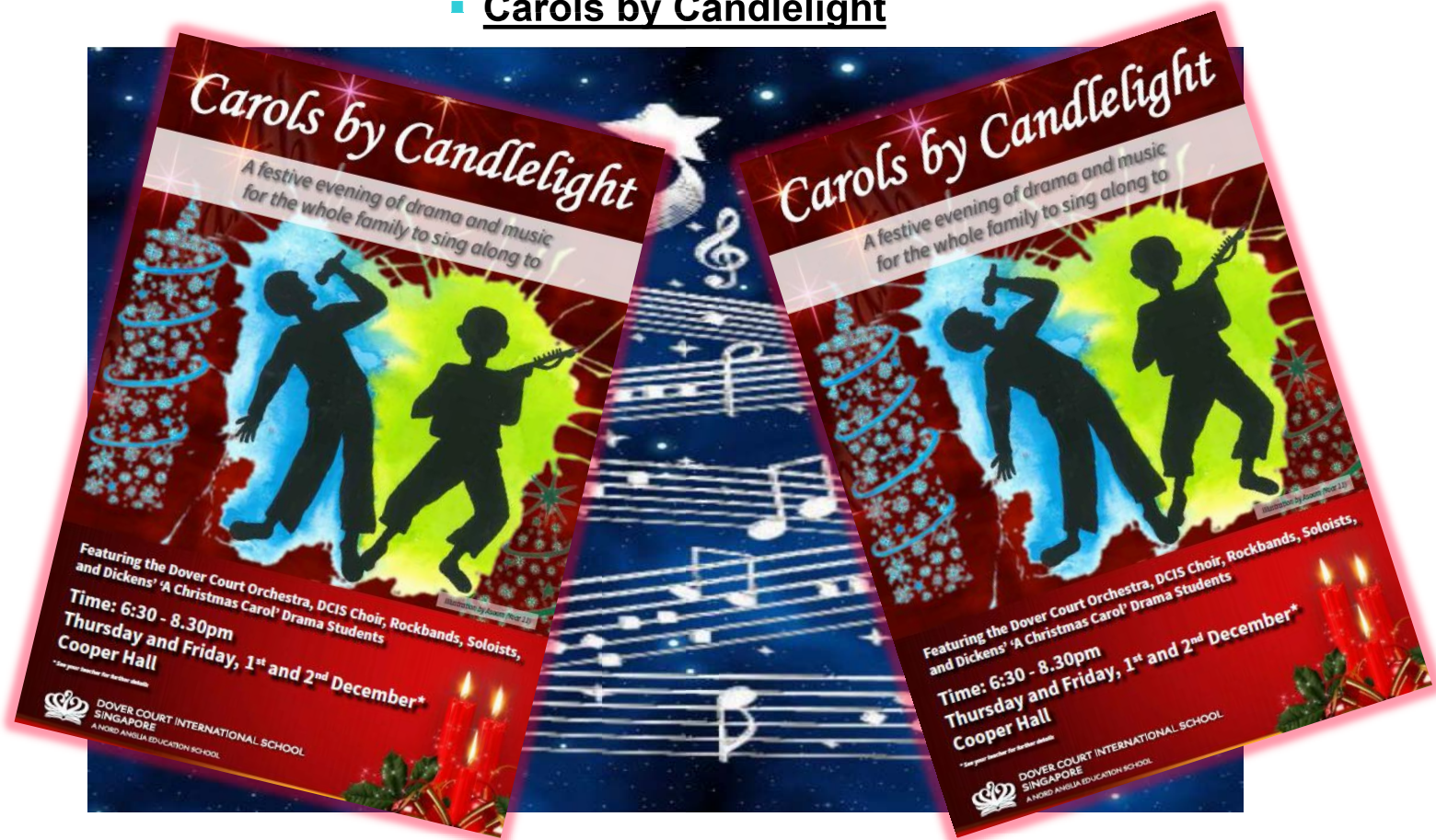




# What are these concerts/mini productions exactly?

Whole-school events arranged each term

- Carols by Candlelight





# How can my child participate in these events?

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## Our Range of Ensembles

- Orchestra
- Choir
- Singing Voices
- 6 x Rock Bands
- Music Making
- Chamber Quartet
- Irish Dancing
- Hip Hop Dancing
- Oriental Dance
- Drama
- Music Tech
- Stage Crew

# How can my child *accelerate* his/her musical ability?

## Combining the Juilliard-NAE curriculum with the Individual Music Programme

| Instrument  | Age | Lesson Fee  | Instrument  | Age        | Lesson Fee  |
|---|-----|---|---|------------|---|
| Alto Saxophone<br>Tenor Saxophone<br>Flute<br>Clarinet<br>Bassoon<br>Recorder | Y3+ | \$45.00 per 30mins  | Acoustic Guitar<br>Electric Guitar<br>Bass Guitar | Y2+        | \$39.00 per 30mins  |
| Trumpet<br>French Horn<br>Trombone  | Y3+ | \$45.00 per 30mins  | Voice   | Y3+        | \$52.00 per 30mins<br><br><u>Group (Pair)</u><br>\$25.00/student per 30mins |
| Piano/Keyboard  | Y3+ | <u>Grade 1-3:</u><br>\$45.00 per 30mins<br><u>Grade 4 +</u><br>\$50.00 per 30mins<br><br>\$20.00 per 60mins | Violin<br>Viola                                   | Y2+<br>Y3+ | \$40.00 per 30mins  |
| Group Music theory<br>(Tuesday 3-4pm only)                                    |     |   |   |            |   |
| Drums   | Y3+ | \$45.00 per 30mins<br>\$90.00 per 60mins  |   |            |   |

**Feel free to ask any questions...**

